

Part I: Unit Overview and Instructor Background Knowledge

a). **Unit Title:** Journey back to 1837, the beginning of Michigan's statehood.

b). **Family/Parent Letter:**

Dear Parents,

In social studies we will be starting a new unit on the beginning years of Michigan's statehood. This was a very important time in our state's history. Many of the events that occurred during this time period still have an effect on life in Michigan today. We will be beginning this unit with a week-long **Big Lesson** at the Lakeshore Museum in Muskegon. During this time we will focus on the science content of natural resources which ties in perfectly with our social studies unit on early industry in Michigan. Right here in Muskegon we have access to natural resources that have shaped our history such as lumber and water.

During this time we will also explore Michigan's role in slavery and the Underground Railroad. We were one of the most important states during this time because we share a boarder with Canada, which outlawed slavery in 1834 far before the United States in 1865.

As you can see we have a great deal of exciting and important content coming up in social studies. If you would like to become involved in our journey back to Michigan's early statehood please contact me. We will be allowing parents to join us on our field trip to the Lakeshore Museum on Friday, February 8th. If you are unable to attend you can still get involved at home. Instead of asking your child "What did you do at school today?" Ask more specific questions such as: What are some natural resources we have in Muskegon? or How have Michigan's resources helped develop our industry? Or How did Michigan play an important role in the Underground Railroad?

Want to get even more involved? To further support your child's education, read books about Michigan's early statehood. Some age appropriate related titles are *Follow the Drinking Gourd* by Jeanette Winter or *Journey Back to Lumberjack Camp* by Janie Panagopoulos.

Thank you for supporting your child's education!

Miss Scheldt, Mrs. Northuis, Mrs. Cotton, and Mrs. Donovan

c). Social Studies Content:

The unit I am teaching focuses on the time soon after Michigan's early statehood. We will be focusing on two significant events that occurred during this time; Michigan's role in the slavery and the Underground Railroad and Michigan's role in the Civil War. I will be integrating this content with English Language Arts through reading fiction and nonfiction texts about this time period as well as in an informational writing prompt about Harriet Tubman.

Michigan became a state in 1837. Not only was this a very important time in our state, but a very important time in our countries history. The civil war was soon to come. In 1830 the Northwest Ordinance declared that slavery would be stopped in Michigan. Four years later Canada outlawed slavery, for the first time slaves would have somewhere to run to where they could not be found. Anti-slavery feelings had been strong in Michigan and continued to grow stronger as Michigan became a state.

These strong views against slavery made Michigan one of the most important states in the Underground Railroad. The Underground Railroad is not a railroad, but a secret path led by people called conductors that would help lead slaves to freedom. These conductors had hiding places for the slaves called stations. People who lived in or ran the stations were called station masters. They risked jail to help feed, bath, and hide the slaves for their journey north. At night

slaves would move from station to station until they reached freedom. Michigan's close borders with Canada offered slaves true freedom. There were three main Underground Railroad passages through Michigan. One lead slaves along Michigan's western coast and through the Upper Peninsula to Sault Ste. Marie, Canada. The other two routes lead slaves east through southern Michigan. One entry point was through Windsor, Ontario and the other in Sarnia, Ontario. Many people in Michigan risked their lives and savings to help these people. The Fugitive Slave Act was created in 1850. This law stated that slave catchers were allowed to come into the northern states capture slaves and bring them back to their owners in the south. It also stated that people helping escaped slaves would face fines or maybe even jail. The people who helped slaves escape did not receive any payment for their risk; they did this out of the goodness of their hearts.

Although many citizens in Michigan did not have a problem helping slaves, people in the southern states that had a different view of slavery. They felt it was fair to own a person, make them work in terrible conditions, and provide them with the absolute minimum they need to survive as long as they paid for them. Slavery was a very controversial in the United States and was the reason for the Civil War. The Civil War was a war between the north and south. The north was called the Union Army and the South the Confederate Army. Although no battles were fought in Michigan, many Michiganders played an important part in the war. Michigan sent over 90,000 soldiers to fight, George Custer was an important general in the war, and many Michigan women were nurses and sent goods to the soldiers. However, most importantly people of Michigan mined iron for rifles and cannons, raised sheep for their wool, and farmed wheat to feed the soldiers.

d) Big Ideas.

- A civil war is a war between two groups from the same country.
- The United States Civil War was a war between the north and south . It began because of opposing views on slavery.
- Michigan played an important role in the industry of the civil war.
- Michigan was very important to the Underground Railroad because it shares a boarder with Canada.
- Life was very hard for slaves on southern plantations.
- The Underground Railroad was not a railroad but a secret path to help slaves escape to freedom in the North and later Canada.

e) Key Concepts

Civil war: A war where both sides are from the same country.

Slavery: A time when one person was able to own another and make them work for in unethical conditions for no pay.

Underground Railroad: A term used to describe the secret path of safe locations where slaves could stay to help them escape to freedom.

Union and Confederacy: The opposing sides of the civil war, the Union army was the northern part of the United States who opposed freedom and the Confederate army was the southern part who wanted slavery to continue.

Abolitionists: People who opposed slavery.

Plantation: A large farm where crops are grown.

f). Rationale:

I am teaching this unit because it deals with a very important part of our state's history.

Michigan's early statehood was a time of change. These important changes have not only influenced the future of Michigan, but the future of our nation as a whole. It is very important for students to know about the Civil War and slavery. Students need to understand that this war, more than any before or after changed our nation. If the confederate side would have won some of these students may not be able to go to school together and our lives would be much different. Being informed about the Civil War and slavery helps to make our students better citizens, they may realize that these freedoms they are given were earned by their ancestors.

Also knowing our past helps to inform our future, students can use this knowledge to help them learn more about our world today. Thinking about people like Harriet Tubman and Sojourner Truth can help provide positive minority role models and examples of courage, perseverance, and great strength in the face of adversity.

g) Goals:

- Understand Michigan's role in the Underground Railroad.
- Apply knowledge of Michigan's geography to determine common Underground Railroad routes.
- Appreciate that the Civil War was a pivotal time in our nation's history and that our lives would be very different today if the Confederate Army won.

h). Unit Objectives:

1. Identify routes used in Michigan's Underground Railroad to lead slaves to freedom in Canada.
2. Explain the causes and effects of the Civil War.
3. Recognize setting in narrative texts.
4. Answer questions by referring explicitly to the text as the basis for the answers
5. Describe how the outcome of the Civil War shaped American history.
6. Read and interpret information listed on a time line.
7. Write a fact based five paragraph essay about a real person.

i). Grade Level Content Expectations (social studies and science)/Common Core State Standards (for literacy/math):

- Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and in the Great lakes region (Grade Level Content Expectations, 4- H3.0.7)
- Provide a concluding statement or section (Common Core State Standards, ELA-Literacy. W.3.2d)
- Develop the topic with facts, definitions, and details (Common Core State Standards, ELA- Literacy.W.3.2b)
- Use temporal words and phrases to signal event order (Common Core State Standards, ELA-Literacy.W.3.3c)
- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers (Common Core State Standards, ELA-Literacy.RI.3.1)

- Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting) (Common Core State Standards, ELA-Literacy.RL.3.7)

Part II: Resources (10 points)

a). Resources, Preparation/Materials:

Materials for whole class :	Materials for groups :	Materials for individual students : (be sure to indicate how you are going to provide resources needed for any students with special needs)
<ul style="list-style-type: none"> • Maps of Michigan • Writing Journal • Multi-flow map • Worksheet • Study guide • Discovery Streaming Video • KWL • Timeline • Sweet Clara and the Freedom Quilt by Deborah Hopkinson • Only Passing through by Anne Rockwell 	<ul style="list-style-type: none"> • If You Travelled on the Underground Railroad book and worksheet. • Vocabulary matching game 	<ul style="list-style-type: none"> • Chapter vocabulary terms defined • Own individual copy of If You Travelled on the Underground Railroad. • Flow Map to guide writing process • Circle Map to guide writing process

b). Annotated Bibliography:

Hopkinson, D. (1995). *Sweet Clara and the freedom quilt*. New York, New York: Knopf.

Sweet Clara and the Freedom quilt is a fiction book about a young girl who escaped slavery by creating a quilt that served as a map. She used knowledge from slaves who have seen the world outside the plantation to create a map of the surrounding area. She used this quilt to guide future slaves to the Underground Railroad. I believe this is a well written and

engaging book with great pictures. I do not see any biases in this book. It does not portray slavery in a terrible light and seems to give an honest account of what it may have been like. This book is written at upper third grade level and may be difficult for some of my students to read. This is why I have chosen to read it to them as a group interactive read aloud.

Levine, E. (1993). *If you traveled on the Underground Railroad*. New York, New York: First Scholastic.

If You Travelled on the Underground Railroad is part of a series of “If you” books published by Scholastic. These series of books list a number of questions you might have about the time period with grade level appropriate answers. This text unlike some of the others we will be reading about the time period is non-fiction. Students will be using this text to read informational text, find important information and summarize what they have read. I love the format of this book and I think it has many interesting questions that students would love to know the answers to. Based on the Fountas and Pinnell leveled reading list it is a level O book which is our goal for the end of third grade. This may be difficult for some students, so they will be paired with a partner to talk through the difficult text.

Mazzarella Educational Media, (2008). *America's Journey Through Slavery: Harriet Tubman and Her Escape to Freedom*. [Full Video]. Available from

<http://www.discoveryeducation.com/>

This video clip tells the story of Harriet Tubman’s life from her childhood working on the plantation, to her work as a conductor on the Underground Railroad, to her days as a nurse for

the union army during the Civil War. She was a powerful figure that students recognize from the Underground Railroad. This video clip also defined important vocabulary and was very age appropriate. I did not notice any bias in the video I thought it was very informational and would use it again. I will use segments 1 and 2 when discussing what life was like for slaves on a southern plantation and the entire video (10 minutes) on the day of reviewing.

McConnell, D. B. (1998). *Our Michigan Adventure*. Hillsdale, Michigan: Hillsdale Educational Publishers, Inc.

This is our school provided textbook. It explores Michigan history from Michigan's first people to our current government in Lansing. I believe the text is pretty well written but may be a little difficult for some of my lower readers. It provides a great variety of photographs, paintings, timelines, graphics, and maps. Potential biases show up in the information they have chosen to include. There is not a great deal of information about certain topics, but overall is a good book.

NEST, (1996). *Animated Hero Classics: Harriet Tubman*. [Full Video]. Available from <http://www.discoveryeducation.com/>

This is another video about Harriet Tubman's life. It focuses solely on her time spent on the Underground Railroad from her own escape to leading many other slaves to freedom including her parents. It is a cartoon and is very kid friendly. I am not sure if I will show this clip in class, I like the other video better because it defines important vocabulary and is more focused on content. I do like that this video does give students a good idea about Harriet's role as a conductor.

Rockwell, A. (2000). *Only passing through*. New York, New York: Knopf.

This is a wonderful children's story about Sojourner Truth. It describes her role as a former slave turned abolitionist. It is very well written and has great pictures. The text is engaging and tells a compelling story of her hardships turned into strength. We will use this book as a read aloud when we are learning about slavery and the Underground Railroad.

Winter, J. (1988). *Follow the drinking gourd*. New York, New York: Random House.

This is a well known book about the travels of slaves on the Underground Railroad. It gives an account of how slaves travelled the Underground Railroad and eventually reaching freedom on the shores of Lake Erie in Michigan. The book has nice pictures and tells a great story of how the Underground Railroad works. I will be using this book as another read aloud during our slavery unit to describe more about the Underground Railroad.

WTV-Zone. (2001). *Map of the union and confederate states*. Retrieved from <http://www.wtv-zone.com/civilwar/map.html>

This artifact is a map of the United States during the Civil War. The website shows a map from 1860 as well as a color coded map of union and confederate states. This map provides a great visual for students to see where our nation was divided. I do not see any biases in this map. The information is represented clearly in a very helpful map. I believe it is a great map for third grade students as they have learned to use a map key and compass rose earlier this year.

Part III: Knowing Your Students and their Prior Knowledge

a). Student knowledge and interests.

So far this year in social studies students have been learning about Michigan geography and history. They learned about geographic features of Michigan, map skills, and characteristics of the Upper Peninsula, Lower Peninsula, and Great Lakes. Students have also learned about the history of Michigan up until statehood. This includes learning about Michigan's Native Americans, The Three fires, the fur trade in Michigan, Michigan as a part of the Northwest territory, and finally Michigan becoming a state. So far social studies has been integrated with ELA through both reading of non-fiction texts and writing informational essays.

Students seem to have very limited prior knowledge about what they have been learning thus far in Michigan history. However, they seem to have more knowledge about the unit I will be teaching. Students have seen a few movies or heard of the Civil War before and most know it was between the North and the South. Apart from that their knowledge is pretty limited about the Civil War. On the topic of the Underground Railroad students seem to have more knowledge. They are familiar with Harriet Tubman and know that the Underground Railroad was how slaves travelled to freedom. They have also read some books such as *Follow the Drinking Gourd*. A few misconceptions they are that the Civil War was between the US and some other country and that all slaves were treated poorly and everyone who had slaves was a bad person. They appear to be very interested in this topic. I think that war and a trauma like slavery are very appealing to them. They like the idea of conflicts and want to learn more about why.

b). Linguistic, social and academic challenges, resources and supports.

I have a very diverse classroom in terms of learning styles and academic ability levels. In my unit I plan to accommodate these different types of students by using a variety of activities and teaching styles to help each student master the content. I will also provide additional support for individual students. I have activities where students are working with partners, watching video clips, participating in an interactive read-aloud, and more. These different lesson formats will help each student learn in their own style. A auditory learner may benefit from having a story read to them where as a visual learner may enjoy watching a video clip. Students who are shy may work better with a partner then having to share in front of the whole class or in a larger group.

In terms of accommodating individual students I have four English language learners in my classroom, many students reading below third grade level, and a handful of advanced learners. To support my ESL students and all students we will be keeping track of vocabulary terms in a vocabulary notebook. We will also pause in our reading and watching of films to discuss important aspects of each. This will also aid my lower readers with their comprehension of difficult non-fiction texts. When students are asked to work in partners I will put them in ability based groups so students can challenge each other as well as help each other with the content. For my advanced students I have tried to include a few activities with choice where they can choose a more difficult route to challenge themselves.

To support all students I have created a study guide and modeled how to study at home. I believe you cannot expect students to master the content hearing it less than 10 times in the

classroom. This study guide will allow them to practice and hopefully retain the information beyond their test.

Part IV: Overview of Lessons and Assessments

1. Monday, February 11th S.S:

To introduce the topic I will tell students we are going to be learning about a very important time in Michigan and our nation's history. We will be learning about the first 50 years of Michigan's statehood. The most important event that occurred during this time was the Civil War. We will do a KWL chart about the civil war. I will ask students for input and help them to define important vocabulary such as civil war, slavery, Union Army, and Confederate Army. Throughout the lesson I will have a timeline on chart paper we will be adding important dates as we learn more.

2. Tuesday, February 12th S.S:

We will view a map of what the United States looked like at this time, with an accurate representation of what states were represented by the Union and Confederate Armies. I will then ask students what they notice about this map, if there are any patterns they see. I will then pose the question "Why do you think these states in the confederacy wanted to fight the states in the union?" I am hoping this will create some discussion and have students think about the cause of the war and why some states would want slavery and others would not. We will talk about a Civil War and I will use multi-flow map to create a cause and effect map to explain our Civil War. We will also be discussing Michigan's role in the Civil War, for example how many Michigan soldiers fought for their country, how Michigan's industry provided for the war, and important Michigan citizens such as General George Custer's role in the war.

3. Tuesday, February 19th S.S:

Discuss the topic of slavery with students. Help them to understand the conditions that these people lived in, what they were forced to do, and how they got there. We will watch a video clip from Mazzarella Educational Media, (2008) titled *America's Journey Through Slavery: Harriet Tubman and Her Escape to Freedom*. I will then read the book *Only Passing Through: The Story of Sojourner Truth*. This book is a great story to explain the hardships that slaves faced and how one woman fought for her people. Sojourner Truth was a resident of Battle Creek, Michigan in her later years.

4. Thursday, February 21st S.S:

Finish reading *Only Passing Through* and have a discussion with students about Sojourner Truth's life and her great strength and bravery. Add some of her accomplishments to class timeline. We will then begin to discuss how other Michigan citizens helped slaves through the Underground Railroad. We will discuss what the Underground Railroad was and how it was not

underground or a railroad. I will help students to understand its importance. We will then talk about how Michigan was one of the most important states because of its close location to Canada. I will then allow students to draw common routes they think slaves might have taken on the Underground Railroad in Michigan. We will discuss their routes and have students explain why they choose the routes they did. I will then show them the common routes slaves did take and ask them why these were the paths. I will show them that these were the routes because of the cities in Michigan they went to bordered Canada where slavery was illegal.

5. Monday, February 25th Writing:

Students will watch *America's Journey Through Slavery: Harriet Tubman and Her Escape to Freedom* again. This time they will be taking notes using a tree map. Their notes will be split into three categories, childhood, adult life, and free citizen. Students will take notes on information that they will use to write an informational essay on Harriet Tubman's life. Students will look through their notes after and find three details they listed from each category.

6. Monday, February 25th S.S:

Students will conduct a scavenger hunt through a book titled *If you traveled on the Underground Railroad* by Ellen Levine. This is a question and answer book that gives a lot of great information about how the Underground Railroad worked. I will read the first four pages that answer the questions "What was the Underground Railroad?, How did it get its name? When did it start running? and What did it mean to be a slave?" This book is filled with many other questions that students might be thinking such as How did the slaves hear about Canada? Or How long would the trip take? I will select a few questions for the students to search the book with partners and find and write the answers to. I will also let them choose one question they are very interested in and find an answer to that.

7. Tuesday, February 26th Writing:

Students will begin to fill out their flow map to guide their writing. I will model this process through an I do, you do writing of my own. Students will create three boxes for the events childhood, adult life, and free citizen. They will use their notes from the movie and list their three details or facts under the fitting event box. Next we will work on an opening paragraph together. Our opening paragraph will be at least three sentences long.

8. Tuesday, February 26th S.S:

We will spend sometime today to finish up the scavenger hunt and discuss student's answers to the questions. We will then finish up our timeline and discuss these important dates and how they have changed the history of Michigan. We will revisit our maps and other artifacts we have created throughout our unit such as our cause and effect map and common

routes of the Underground Railroad. We will then fill in a review sheet for students to study for their upcoming test.

9. Wednesday, February 27th Writing:

Students will finish up their flow map by adding an appropriate transition word to each event and writing their closing paragraph. They will make sure their closing paragraph is their best paragraph it should only include facts and should tell about the end of Harriet's life and her legacy. Now that their map will be finished we will get outlined paper and they will copy their opening paragraph from their map. Next I will model again with the do, you do approach and write my first paragraph. They will then orally rehearse their paragraph twice in their head and then with a partner. They will then write their paragraph.

10. Thursday, February 28th Writing:

Students will begin writing their second and third paragraphs. I will again model with the I do you do approach. Making sure to use appropriate transition words and including at least four sentences in each paragraph. I will monitor student writing and answer questions. Students will again orally rehearse each paragraph in their head before writing it on paper.

11. Thursday, February 28th S.S:

Students will take a summative end of the unit tests over the social studies content we have been learning. The assessment will include multiple choice, matching, short answer, and map work.

12. Friday, February 28th Writing:

Students will finish by copying their closing paragraph from their map onto their final draft. They will edit the paper by themselves and make sure there are no spelling or grammar mistakes. They will be asked to read their paper aloud to make sure it makes sense. I will then collect the final drafts.

b) Assessments:

- Complete an end of the unit summative assessment comprised of mostly short answer questions focusing on the social studies content we have learned.
- Write an informational essay on Harriet Tubman, an important citizen from this time period.
- Create a map of the three most common routes of the Underground Railroad through Michigan. Choose one and explain why you think it would be the best route.
- Use the text *If You Travelled on the Underground Railroad* to research questions about slavery and the Underground Railroad and construct a well written response to each question.
- Write a paragraph explaining why the Civil War began and the role Michigan played in the war.

c) Out-of-school learning: opportunities to expand and enrich the curriculum outside of class (home assignment):

Students will have an opportunity to enhance their learning at home in two ways. One will be a recommended book list. I will have about 10 books I have checked out from the library that students will be able to take home for a night or two to read. These books will be specific to our social studies content. Students will take the books home and read them with their parents as part of their 20 minutes of reading each night. They will take an AR test on the book in the morning or during extra computer lab time on Monday.

Another way students will be able to enrich their knowledge will be to complete weekly worksheets or activities. These activities will serve as a weekly review of what we have learned that week in social studies. Students will be asked to complete one each week and may do a bonus activity for extra credit towards their test grade. This extra credit will be minimal with the intent that if students are working to gain knowledge at home they will already be doing much better on the test.